

Iowa's Co-Teaching and Collaborative Consultation Teaching Models

Definitions, Characteristics

Examples of Inappropriate Implementation

Iowa's Co-teaching and Collaborative Consultation Definitions and Characteristics

Co-Teaching is defined as two teachers physically present in a heterogeneous classroom with joint and equal responsibility for classroom instruction. Iowa has adopted the Marilyn Friend co-teaching approaches with the following characteristics:

- **One teach, one observe:** One teacher provides instruction, while the other observes student learning to assess learning and gather data.
- **Station teaching:** Teachers are at stations and students move from station to station.
- **Parallel teaching:** Teachers simultaneously provide instruction through use of such structures as split class, cooperative learning, and lab settings. Teachers can provide the same or different content during parallel teaching.
- **Alternative teaching:** One teacher instructs a large group and the other teacher instructs small flexible student groups.
- **Teaming:** Teachers jointly present the same content at the same time through such structures as "tag team," "speak-and-chart" and other teaming structures.
- **One teach, one assist:** One teacher provides instruction while the other teacher assists individual students or small groups. It never should be used as the primary approach.

Collaborative consultation is defined as a special education teacher serving in a consultative role to a core content endorsed teacher who carries the primary responsibility for instruction. The model allows a special education teacher to partner with multiple general education teachers without being physically present in the same classroom at the same time. The key characteristics of collaborative consultation are as follows:

- Core content endorsed teacher provides content instruction in general education class.
- Special education teacher is a consultant to the general education teacher in such areas as IEP accommodations, application of skills in the general education setting, goal progress and other related areas.
- Special education teacher provides strategy and skill instruction to students with IEPs outside of the general education class as needed.
- Special education teacher provides remediation, preteaching or reteaching outside of the general education class as needed.

Important Note: The best approach to implementing these two models is to use both of them as a continuum of services depending on the needs of student populations, teacher skills in co-teaching and instructional strategies, student schedules, and other influencing factors.

Examples of Inappropriate implementation of models

Co-Teaching Model

- General education and special education teachers have no co-teaching training. They don't know how to utilize two licensed teachers in a classroom and don't understand each other's roles.
- Special educator serves as a "para" in the classroom. His role is merely to assist IEP students individually during classroom work time.
- Special education teacher is never the "teacher" in the classroom, merely the "assistant."
- Co-teaching schedules are based on teacher availability rather than student needs.
- Special education teacher has the IEP students in a small "segregated" group at the back of the room doing separate teaching on the same subject matter.
- Special education teacher has no classroom of his own. He merely floats from classroom to classroom with "work stations" at best.

Collaborative Consultation Model

- General education and special education teachers rarely meet or consult.
- Special education teacher provides the primary instruction and the general education teacher "signs off" on the report card as the teacher of record.
- Special education teacher assigns the grade for a subject in which she has no content endorsement.
- Student is placed in general education classroom with inappropriate supports (lack of specially designed instruction, appropriate accommodations, etc.)
- Special education teacher is unable to articulate the meaning of "access supports and strategies." Example of an inappropriate response: "I just tutor the student." Access strategies should include ways to help students access core content: KU strategies, mnemonics, organizational skills, graphic organizers, reading strategies, etc.
- Special education teacher is not familiar with the instructional strategies and assessments used in the general education teacher's room.
- General education teacher is not familiar with the IEP student's needs.

Answers to school improvement questions that indicate some of the above examples of inappropriate implementation could be taking place.

1. Describe your specific general education and special education roles in meeting student needs.

GE Teacher: I have all of the IEP students sit at the front of the room and send them to the resource room for their tests. That's all I know about it.

SE Teacher: I tutor them and read their tests to them. I teach all of their science because they really have trouble with it.

2. What system supports are in place to encourage and maintain those roles?

Well, the principal told us we had to work together, so we try to.

You were asked to bring and be familiar with your district's new District Developed Service Delivery Plan. The following questions focus on aspects of the plan.

3. What collaborative model do you use to instruct students with IEPs? (e.g., co-teaching, consultation, or a combination of both)

SE Teacher: Both. Sometime we co-teach so I can sit at the back of the room to see if my students need help, but it's not like we're both really teaching. Other times I teach Jimmy his English because he can't get along in the English classroom. I use the gen ed English book, so he gets the same information.

GE Teacher: Both, I guess... I don't really understand the difference between the models.

4. Provide examples of how you jointly plan and strategize for individual students (e.g., How often? When? Where? About what?).

We don't really see each other because the kids know what to do.

5. Provide examples of instructional strategies you have shared with each other or discussed. Include content strategies from the content-endorsed teacher and access or support strategies from the special education teacher.

GE Teacher: I told her just to use the math book. It contains the lessons.

SE Teacher: At the beginning of the school year, I told him that Julie needed extra time on her quizzes. If my other students give him any trouble or aren't doing their class work, he's supposed to let me know or send them to my room.

6. Who assigns the grade to the student with the IEP?

SE Teacher: Sometimes I do, sometimes Mr. Smith does. When I assign the grade, Mr. Smith signs off on it.

7. (To the special education teacher) Do you provide pull-out instruction for the student? If so, what instruction do you provide in those sessions?

SE Teacher: We kind of use it like a study hall so he won't have to take homework home.

8. Please describe how general education and special education staff work together to coordinate instruction and services for students, especially involving transitions from preschool to elementary, elementary to middle school, middle school to high school, from one building to another, and from one grade level to another?

SE Teacher. We got some information from the middle school teachers when the kids came up here to the high school. But they kind of babied them at the middle schools, so we just did our own thing.

GE Teacher: I didn't have anything to do with it because those are special ed kids.

9. How do the district and building assess collaborative teaching (including the consultative model and the co-teaching model) and who uses that information? What data points are collected?

GE Teacher: Well...we get evaluated every three years, but I don't understand how co-teaching is going to fit in. No one has ever mentioned it.

SE Teacher: I haven't really changed anything I'm doing since the last evaluation so I guess it will be OK.